Rhode Island Department of Elementary and Secondary Education (RIDE)

Request for Proposals (RFP)

21st Century Community Learning Centers (21st CCLC)

Five-Year Grants Beginning State Fiscal Year 2023 (FY23)

Request for Proposals Release:	**Friday, January 21, 2022**
Bidders Conference Webinar:	**Friday, February 4, 2022; 9:00 am – 11:00 am EST**
	Register Thursday, February 3, 2022; 4:00pm EST
Intent to Apply Form due date:	**Friday, February 25, 2022; 4:00 pm EST**
Deadline for clarifying questions:	**Friday, March 18, 2022; 4:00 pm EDT**
Application due date:	**Friday, March 25, 2022; 4:00 pm EDT**
Grants begin:	**Friday, July 1, 2022**

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Rhode Island Department of Elementary and Secondary Education
***21st Century Community Learning Centers* - Request for Proposals**

Table of Contents

Table of Contents 2
I. Call for Proposals 4
II. Process for Submitting Applications 5
A. Bidder's Conference Webinar 5
B. Intent to Apply Form 5
C. Applicant Questions 5
D. Application Deadline 5
III. Statutory Background 6
A. Definition of a 21st Century Community Learning Center 6
B. Purpose of the Grant 6
C. Authorized Activities 7
IV. Rhode Island Program Focus and State Priorities 8
A. Rhode Island 21st CCLCs 8
B. Equity 8
C. Rhode Island Theory of Action 8
D. Rhode Island State Priorities 9
1. State Priority One: Strategies to Serve Multilingual Learners (up to 8 points) 10
2. State Priority Two: Strategies to Serve Differently-Abled Students (up to 8 points) 11
V. Eligible Applicants 13
A. Target School(s) – Title I Schoolwide Program Eligibility 13
B. Target School(s) Collaboration 13
C. Required Partnership 13
D. Lead Applicant/Fiscal Agent 13
VI. Award Duration and Funding Amounts 14
A. Time Period: Five (5) Years 14
B. Funding Amounts 14
C. Funding Available: Approximately $2.9 Million 14
VII. Designing a 21st Century Community Learning Center 15
VIII. General Requirements and Expectations 17
IX. Review Process 22
A. Eligibility Review 22
B. In-Depth Review by Panel 22
C. Ranking, Verification, and Adjustments to Budget/Scope of Work 22
D. Final Selection 23
E. Due Process Appeals 23
X. Application Contents and Format 24
A. Application Contents 24
B. Application Format 25
XI. Proposal Narrative Contents 26
1. Executive Summary (1 page limit): Not Scored 26
2. Need for Program: 15 Points 26
3. Program Design: 20 Points 29
4. High Quality Staff: 10 Points 33
5. Outreach and Communication Strategies: 8 Points 34
6. Program Governance and Management: 8 Points 34
7. School, District and Community Organization Partnership: 12 Points 35
8. Data, Program Evaluation, and Continuous Improvement: 12 Points 35

9. Leveraged Resources and Sustainability Potential: 5 Points, scored with Leveraged Funds Chart (Form 7) 37
Budget and Budget Narrative (Form 5 and Form 6): 10 Points....37
XII. Application Forms and Appendices....38
A. Forms....38
1. Application Cover Page (Form 1)....38
2. Application Checklist (Form 2)....38
3. Assurances Affirmation (Form 3)....38
4. Proposal Narrative (Form 4)....38
5. FY23 Budget Request (Form 5)....38
6. FY23 Budget Narrative (Form 6)....39
7. FY23 Leveraged Funds Chart (Form 7)....40
B. Appendices....41
1. Required Appendix A – Job Descriptions of Key Staff....41
2. Required Appendix B – Proposed governance group membership and affiliations....41
3. Required Appendix C - Memorandum(a) of Understanding or Letters of Support from all primary partners....41
4. Optional Appendix D - Documentation of determination by Local Education Agency that target school(s) is/are in need of support and intervention....42
5. Optional Appendix E – Needs assessment summary....42
6. Optional Appendix F - Organizational chart....42
7. Optional Appendix G - School Improvement Plan or School Reform Plan – Excerpt(s)....42
8. Optional Appendix H - Recent evaluation summary....42
9. Optional Appendix I - Indirect Cost Agreement....42
XIII. Resources for Technical Support....43
Rhode Island Department of Education....43
Federal Government Resources....43
Rhode Island Resources....44
National Resources....44

I. Call for Proposals

The Rhode Island Department of Elementary and Secondary Education is requesting proposals for five-year subgrants under the federal 21st Century Community Learning Center grant. Approximately $2.9 Million is available to provide high quality out-of-school time programs for students in eligible elementary or secondary schools. Proposals must include both after-school and summer programming that reinforce and complement the school day through academic enrichment, a broad array of other enrichment activities, and family engagement. Proposals must demonstrate an effective partnership between the Local Education Agency (LEA) and a community-based organization and may include other public or private entities, if appropriate. Grants begin on July 1, 2022, and are for 5 years, pending continued federal funding and successful program implementation.

II. Process for Submitting Applications

A. Bidder's Conference Webinar

A Bidder's Conference Webinar is scheduled for ***Friday, February 4, 2022, 9:00 am – 11:00 pm EST***. It is strongly recommended that all prospective applicants participate. An overview of the RI 21st CCLC initiative will be provided, along with a walk-through of the components of the application and of the application process. This is a public forum in which potential applicants may ask questions so that answers and discussion benefit all potential applicants. All questions and responses will be documented and shared with all potential applicants after the Bidder's Conference Webinar. Please register **by close of business on *Thursday, February 3, 2022***. ***Registration for the Bidders Conference is required.*** Space is limited, so please do not register more than two people per applicant agency.

B. Intent to Apply Form

An **Intent to Apply** form must be completed by ***Friday, February 25, 2022; 4:00 pm EST***. The Intent to Apply form is for RIDE planning and communication purposes. The information submitted is understood to be an early estimate, subject to change. Applicants will not be penalized if the total budget request or other details in the final application do not match the information provided in the Intent to Apply form. RIDE does request, however, that applicants notify them of any significant changes (e.g., different target schools, other primary partners, decision not to apply, etc.)

C. Applicant Questions

Any clarifying questions about this Request for Proposals must be submitted via email only, at any time prior to Friday, March 18, 2022, 4:00 pm EDT to the state 21st CCLC state program coordinator, Jan Mermin, at Jan.Mermin@ride.ri.gov. To ensure that all applicants have equal access to clarifying information, the state program coordinator will not respond to questions regarding the RFP through any other mechanism. Please do not call with questions. A Google Group has been set up for prospective applicants to receive answers to all questions that have been submitted and to receive other updates about the grant via email. Prospective applicants may join the Google Group by filling out a form. Questions and answers will also be posted on the 21st Century CCLC page of the RIDE website.

D. Application Deadline

Proposals must be sent electronically as email attachments to 21CCLCsubmission@ride.ri.gov by Friday, March 25, 2022; 4:00 pm EDT. Links to documents in the cloud will not be accepted, nor will faxed, mailed or hand-delivered submissions. Please include all required forms, all required appendices, and all applicable optional appendices as listed in Section XII Application Forms and Appendices below. Documents should be in PDF format and may be sent as attachments to a single email or as attachments to multiple emails. You will receive an automated email confirmation that each email was received. These confirmation emails do not constitute an assurance that the proposal is complete. It is the applicant's responsibility to ensure that all forms and materials are complete and sent on time.

Do not wait until the last minute to send in the application. If there are any technical difficulties with the electronic submission, you will need time to resolve them to ensure that the application is received by 4:00 pm on the due date. ***No applications will be accepted after the deadline. No extensions will be granted.***

III. Statutory Background

A. Definition of a 21st Century Community Learning Center

The 21st Century Community Learning Center grant was established by Congress and is authorized under *Title IV, Part B* of the *Elementary and Secondary Education Act of 1965* (ESEA), now known as the "Every Student Succeeds Act" (*ESSA*) (see §§4201 to 4206). Under Title IV, Part B, the US Department of Education provides grants to states, based on the amount of funding provided in the federal budget. States then provide subgrants to local school districts and community organizations through a competitive Request For Proposal process.

The Every Student Succeeds Act includes the following definition [§4201(b)(1)]:

"(1) COMMUNITY LEARNING CENTER.—The term ''community learning center'' means an entity that—

(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that—

(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development."

Furthermore, a 21st Century Community Learning Center must consist of "a partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate" [§4204(b)(H)].

B. Purpose of the Grant

The law outlines the purpose of the 21st CCLC grant as follows [§4201(a)]:

"(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development."

Please note the word "and" between the bullets above, meaning that all three elements above must be addressed in a proposed application. 21st Century Community Learning Centers are comprehensive and broad.

Proposals that focus too exclusively on academic programming will not score highly, nor will proposals that minimize the importance of supporting academic achievement. Moreover, meaningful family engagement is an expectation which should be treated as an integral component of the grant, rather than as an add-on.

C. Authorized Activities

ESSA outlines the types of activities that may be carried out through a 21st CCLC subgrant [§4205(a)]:

"(a) AUTHORIZED ACTIVITIES.—Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

(A) the challenging State academic standards and any local academic standards; and

(B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

(3) literacy education programs, including financial literacy programs and environmental literacy programs;

(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

(5) services for individuals with disabilities;

(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

(7) cultural programs;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) parenting skills programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

(12) drug and violence prevention programs and counseling programs;

(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ''STEM''), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)."

IV. Rhode Island Program Focus and State Priorities

A. Rhode Island 21st CCLCs

The Rhode Island Department of Elementary and Secondary Education has adopted the *Rhode Island After-School Quality Standards and Indicators* (see RIPQA Form B, for updated language on certain standards). All 21st CCLC programs are expected to be aligned to these standards, which place emphasis on a positive youth development and a whole child approach. These standards promote social and emotional learning, health and safety, positive relationships, family engagement, essential skill building, and youth voice and choice. 21st CCLCs in Rhode Island must also support the academic performance of students and be aligned with, and build upon, the school day. Applicants are encouraged to incorporate hands-on, experiential, inquiry-based, and project-based learning methods that are appropriate to out-of-school time, which is different in nature than the school day. Successful applications will propose a variety of engaging academic and enrichment opportunities to explore possible interests, passions, and possible careers. Successful applications will also show evidence of an articulated partnership between the Local Education Agency, the target school(s), and one or more community-based partner organization(s) to plan, implement and continuously improve a well-designed program, particularly one that meets one of the state's priorities (see Section IV-D Rhode Island State Priorities below).

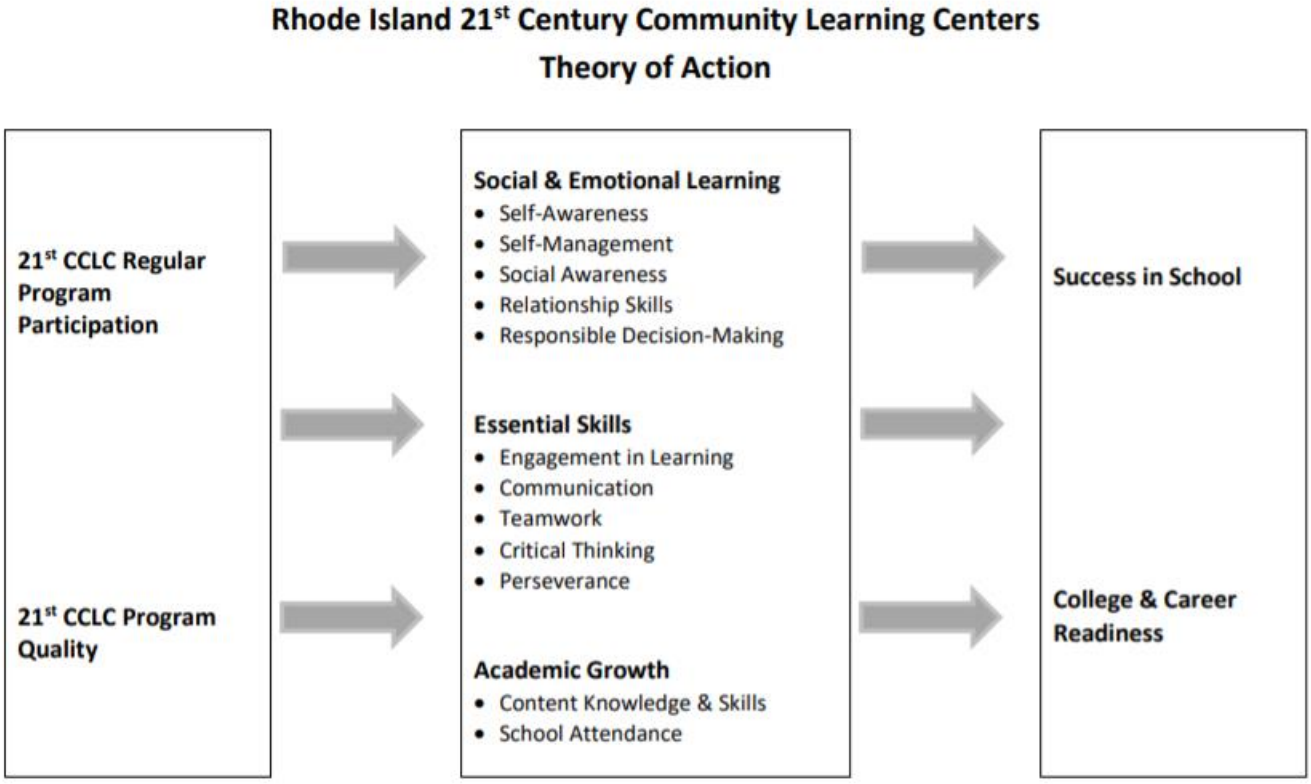
B. Equity

Equity is at the core of the 21st CCLC grant program. Grants provide a broad array of afterschool and summer academic and enrichment opportunities to students who might otherwise not have access to them. Priority is given to proposals that target low-performing schools and schools with higher numbers of students from low-income families. Furthermore, while the program should be made available broadly to students within the target school(s), registration should not be done entirely on a first-come, first-served basis. Rather, in partnership with school faculty and staff, thought should be put into developing processes for identifying and recruiting students who might benefit most from the program. It may be appropriate to develop specific programming for some groups of students. At the same time, however, following positive youth development principles, activities and services offered to students should be optional. Moreover, care should be taken to avoid having different groups of students having different experiences with the program (e.g., students who are meeting academic standards having access to an array of enrichment activities, whereas students who are not meeting standards only having access to academic programming).

Ideally, out-of-school time programming would be integrated into target schools' Multi-Tiered Systems of Support (MTSS) framework, with most activities and services being provided to all students (Tier 1), some supplemental supports matched to student need being provided to some students (Tier 2), and potentially some individualized supports being provided to a few students (Tier 3).

C. Rhode Island Theory of Action

RIDE has adopted a Theory of Action depicting how the 21st CCLC grant is anticipated to result in long-term positive outcomes for Rhode Island youth. The Theory of Action is predicated on the assumption that both sufficient Program Participation (i.e., dosage) and sufficient Program Quality are necessary to have an impact on the youth served.



[A text-to-speech friendly pdf version of the above is available on RIDE's Website.]

Historically, following federal guidelines, "regular" program participation was defined as attending programming on 30 or more days over the course of the year, including summer. Preliminary research suggested that program attendance less than that generally did not lead to improved student outcomes. However, the US Department of Education has recently changed the federal data collection system to counting hours of attendance, rather than days, with students grouped by attendance bands (15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, and 270+ hours). Pending any updated federal guidance, RIDE intends to focus primarily on the 45-hour and the 90-hour attendance thresholds for goal-setting and accountability purposes.

D. Rhode Island State Priorities

In February 2021, Commissioner Angélica Infante-Green announced the Learning, Equity & Accelerated Pathways (LEAP) Task Force who convened and engaged in a participatory, evidence-informed, data-driven process to understand impact on Rhode Island student learning in partnership with educational experts, practitioners, families, students and community members across the State of Rhode Island. A cross-departmental team at RIDE worked to support the Task Force and will oversee the implementation of its recommendations. Additionally, national researchers with expertise in various aspects of accelerated learning recovery were invited to the Task Force meetings to share evidence and support discussions.

To address ongoing concerns with Rhode Island's learning recovery, the Task Force focused on, but was not limited to, the following goals:

1. Assess the conditions of learning loss in the schools and communities across Rhode Island;
2. Identify research-based, high leverage strategies for equitable learning recovery; and

3. Establish strategic focus for learning recovery in Rhode Island and align stimulus funding to identified priorities.

The Task Force provided a forum for collective learning from national experts and interaction and feedback from state-wide stakeholders on the collective learning recovery challenge we face across the state. The Task Force recommendations have been presented to Commissioner Infante-Green on the priorities and the strategic direction of our educational recovery work in Rhode Island. Please see the final LEAP Task Force Report, particularly Enabling Condition #3, Absolute Priority #2, Considerations for Expanded Learning, and the LEAP Governance Expectations, which address out-of-school time programming and partnerships between school districts and community-based organizations.

Furthermore, given the specific focus of the task force on the needs of Multilingual Learners (MLLs) and of Differently-Abled Students (DASs) and the disparate impact of the COVID-19 pandemic upon these two groups of students, RIDE has set these as two priority populations for this grant.

1. **State Priority One: Strategies to Serve Multilingual Learners (up to 6 points)**

Up to six priority points may be awarded to applications proposing to serve significant numbers of Multilingual Learners with explicit strategies designed to promote their success.

Rhode Island's Blueprint for Multilingual Learner Success and *Rhode Island's Strategic Plan for Multilingual Learner Success* lay out a vision for MLLs: "All multilingual learners in the state of Rhode Island are empowered with high-quality instructional opportunities, including multilingual education, that leverage their cultural and linguistic assets, promote college and career readiness, and prepare them to thrive socially, politically, and economically, both in our state and globally." In addition, the *Blueprint* and *Strategic Plan* outline Rhode Island's Principles for MLL Success, which must be in place to realize this vision:

Proposals applying under the Strategies to Serve Multilingual Learners priority must have a clear and specific approach to meeting the needs of MLLs in explicit alignment with this vision and these principles. Applicants should describe how these needs will be identified in the target school(s) and how they will be met through the proposed 21st CCLC. Specific approaches should be described throughout the proposal narrative to explain how each component will be tailored for MLLs. This might include – but is not limited to – specific outreach and communication strategies; program activities specifically intended for MLLs and evidence-based approaches to supporting MLLs in all program activities; additional family and community engagement strategies; certain staff qualifications sought in hiring of staff and/or professional development provided to staff; particular data analyses performed as part of program evaluation; coordination of efforts by the LEA and CBO(s) to serve MLLs more effectively during and out of school hours; etc. In designing these approaches, it should be noted that – like the federal goals for the 21st CCLC grant – the *Rhode Island Blueprint for Multilingual Learner Success* specifically calls for effective instruction and academic supports, enrichment opportunities, and family engagement. Finally, all approaches must recognize and embrace the diversity of Multilingual Learners and their families within the state.

2. **State Priority Two: Strategies to Serve Differently-Abled Students (up to 6 points)**

Up to six priority points may be awarded to applications proposing to serve significant numbers of Differently-Abled Students with explicit strategies designed to promote their success.

21st Century Community Learning Center grantees are required to serve students with special health needs and/or disabilities, per Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act of 2004, as well as various federal and state regulations. However, as with Multilingual Learners, Differently-Abled Students have historically been underserved by our education system and could benefit from an intentional and explicit focus on identifying and addressing their needs, removing barriers to access, improving collaboration, and providing targeted resources and support.

Proposals applying under the Strategies to Serve Differently-Abled Students priority must have a clear and specific approach to meeting the needs of DASs. Applicants should describe how these needs will be identified in the target school(s) and how they will be met through the proposed 21st CCLC. Specific approaches should be described throughout the proposal narrative to explain how each component will be tailored for Differently-Abled Students. This might include – but is not limited to – specific outreach and communication strategies; program activities intended for students with certain disabilities and evidence-based approaches to supporting DASs in all program activities; additional family and community engagement strategies; certain staff qualifications sought in hiring of staff and/or professional development provided to staff; particular data analyses performed as part of program evaluation; coordination of efforts by the LEA and CBO(s) to serve DASs more effectively during and out of school hours. In designing these approaches, consideration should be given to balancing academic supports, enrichment opportunities, and family engagement, in line with the federal goals for the 21st CCLC grant. Finally, all approaches must recognize and embrace the diversity of Differently-Abled Students and their families within the state, including, but not limited to, different kinds of disabilities.

Proposal Options

Applicants have the following options with their proposals:

1. Apply without selecting either State Priority Area (no additional points in scoring).
2. Apply for State Priority One: Multilingual Learners only (up to 6 additional points).
3. Apply for State Priority Two: Differently-Abled Students only (up to 6 additional points).

4. Apply for both State Priorities (up to 12 additional points). Applicants choosing this approach must clearly articulate needs, information, strategies, and supports that are particular to each population throughout the proposal narrative. It is not recommended that they simply be lumped together though. While there may be some common approaches that have been shown to be effective with both MLLs and DASs, there should also be unique approaches to serving and supporting each population individually.

V. Eligible Applicants

A. Target School(s) – Title I Schoolwide Program Eligibility

Per federal requirements, the application must propose to serve students primarily from one or more target schools. Furthermore, the target school(s) must be eligible for a Title I Schoolwide Program (SWP) [see *ESSA* §1114]. In general, this means that at least 40% of the students in the school must be eligible for Free- or Reduced-Price Lunch (FRPL). In some cases, a school is already operating an SWP even though their FRPL rate is no longer at 40% and/or the LEA has applied for and received a waiver from RIDE to operate a Schoolwide Program in a school below this 40% threshold. Please note that while these schools are eligible, all successful proposals will need to demonstrate a high level of need as a core tenet of the program. A list of schools eligible for the 21st Century Community Learning Center grant can be found on the RIDE website, based on RIDE's School Enrollment Data and the RI Title I Participating Schools List.

B. Target School(s) Collaboration

The application must be developed and, if funded, the program must be implemented in collaboration with the target school(s). Proposals should make clear how target school administration and staff were involved in program planning and what opportunities for ongoing collaboration and communication will occur throughout the subgrant period.

C. Required Partnership

Applicants for 21st CCLC funds must be submitted jointly by, and demonstrate a partnership between:

1) **A Local Education Agency (LEA) (required)** – For the purposes of this Request for Proposals, this includes regular school districts, independent charter schools, mayoral academies, state-operated schools, and the Department of Children Youth and Families (DCYF).
2) **A community-based organization (CBO) (required)** – This includes any type of 501(c)(3) non-profit organization, including a faith-based organization (FBO).
3) **Other public or private entities (optional, if appropriate)**. This may include municipal agencies, CBOs, FBOs, LEAs, businesses, institutions of higher education, or other entities.

D. Lead Applicant/Fiscal Agent

An LEA, CBO, or other public or private entity may be the lead applicant and fiscal agent. Applicants may also consider a consortium model, in which multiple community organizations collaborate to partner with an LEA. In this case, it is recommended that one organization be designated as the lead agency for the consortium. Applications in which a community-based organization serves as the fiscal agent will be carefully reviewed for capacity to administer the program and to manage effective fiscal accounting, documentation of a clear plan of communication with the target school and school district regarding data-sharing, reporting, and other linkages with the school and school district.

VI. Award Duration and Funding Amounts

A. Time Period: Five (5) Years

Per federal law, applicants will be eligible to receive a subgrant of no more than five years. The subgrants will operate on the state fiscal calendar, beginning July 1, 2022. After the initial year of the 21st CLC subgrant, programs will continue to receive funding at the same level annually, pending successful implementation and performance of the program and pending the continued availability of funding, through June 30, 2027.

B. Funding Amounts

An applicant may propose to serve one or more sites. Typically, the target school is the site of program operations, although programs may be operated at another appropriate, accessible facility. Per federal requirements, the minimum subgrant award is $50,000 per year, regardless of the number of sites served. The maximum subgrant award for a single program site is $170,000 per year. The maximum award for a multi-site subgrant depends on the number of program sites, with up to $170,000 awarded for the first program site and up to $85,000 for each additional, distinct program site. In general, these maximums apply to the total 21st CCLC funding that a grantee receives (i.e., in combination with other 21st CCLC grants). Applicants requesting funding for more than one site should submit a single proposal unless the design is significantly different due to the nature of the target schools served (e.g., an elementary school and a high school).

Applicants should tailor their funding request based upon the services proposed. Consideration should be given to the size of the target school(s), the number of students served overall, the numbers served at least 45 hours or 90 hours over the course of the year, the hours of operations for after-school and for summer, whether the program is proposing an extended summer learning program, whether the program is entirely new or is an expansion of a program funded through other sources, whether it includes high-cost services, etc. Consideration should also be given to costs necessary to support high quality services, including program design, staffing, professional development, etc. (See Section VII Designing a 21st Century Community Learning Center below for more information on program design.)

An applicant may apply for Unusual Costs, above and beyond the maximums outlined above. To do so, the applicant must indicate this on the Application Cover Page and must include a clear justification for the additional costs. In general, there will be a high burden of proof that this additional funding is necessary for the program to meet the needs of students and their families. Applicants who are awarded Unusual Costs will be expected to document throughout the grant period that they are continuing to serve larger numbers of program participants on a regular basis, that services are of a high quality, and/or that the services provided continue to be of a high cost.

C. Funding Available: Approximately $2.9 Million

The annual amount of funding available is approximately $2.9 Million. The number of subgrants funded will depend on the size of each award. Historically, this Request for Proposal process has been extremely competitive and not all proposals that have been worthy of funding have been awarded subgrants.
RIDE is not obligated to award money under this RFP and reserves the right not to fund any proposals.

VII. Designing a 21st Century Community Learning Center

Effective applications begin with a thorough needs assessment. This should include, at a minimum, objective evaluations of:

- The accountability status of the target school(s) including a look at equity gaps, especially among subgroups for which a school may have been identified for support and intervention;
- Universal screening data;
- Other assessments of the academic, enrichment, college and career readiness, social, emotional and health needs of all students, as well as of various subgroups of students – particularly of MLLs and DASs, if considering applying under those priority areas;
- The impact of COVID-19 on students and their families;
- The needs of families, including childcare, family engagement, and family literacy;
- Student interests and concerns;
- Available resources and opportunities in the school and the community – to identify gaps, potential pathways and potential resources that can be incorporated into the program, and potential competing priorities for students.

This should then inform the program design, which should place a premium on both regular program attendance and high program quality.

Programs should aim to serve as many students as possible for at least 45 hours over the course of the year, and preferably 90 hours or more. Thought should be put into what operational structure – the hours of operation, number of days per week, number of weeks per year, etc. – will be most effective and efficient. In anticipating student program attendance, consideration should be given to the results of the needs assessment and the size and type of school served.

Historically in Rhode Island – prior to COVID-19:

- In elementary school 21st CCLCs, typically between a third and half of students in the school attended the program, and among those, most were regular attendees.
- In middle school 21st CCLCs, typically more than half of students in the school attended the program, and among those served roughly a third were regular attendees.
- In high school 21st CCLCs, there has been more variation, but typically around ten percent of students in the school were regular attendees.

Please note that these are very rough numbers and ranges varied substantially; moreover, regular attendance was based on the 30-day threshold, rather than based on hours.

Strategies should be considered for recruiting students and for encouraging more frequent program attendance, particularly in light of competing priorities for students after school or during the summer. Program quality should not be sacrificed, however, in an attempt to attain higher program participation. Program quality improvement is an ongoing, intentional process that involves a commitment by all partners. It includes both the quality of individual activities and services provided, as well as the organizational structures and supports provided to the program.

In planning for quality, potential applicants should be thoughtful about the array of program activities offered and to the intentional design of each activity to ensure that it is fun, engaging, and builds students' knowledge and skills. Different 21st CCLCs use different combinations of types of instructors (e.g., school-day instructional staff, CBO partner staff, subcontracted providers, etc.), depending on student needs, cost, and instructor expertise and skills. In addition, applicants should consider what organizations or resources exist in the community that could be effective partners in the program. This could include community libraries, city parks

and recreation departments, police or fire departments, non-profit organizations, parents, parent organizations, colleges, businesses, or other entities. These partners could serve as subcontractors to run program activities for students, provide direct services to students and their families or link them to services, and/or provide educational opportunities and/or work-based learning opportunities for students.

Furthermore, a high-quality 21st Century Community Learning Center needs strong administrative support to be effective. It needs to be staffed by program leaders with the skills, professional development, and organizational support to manage a complex operation. It needs efficient fiscal operations and data management systems. It needs ongoing, two-way communication between school and after-school staff at both the administrative and program/instructional levels. It needs an ongoing active and intentional partnership between the primary partner agencies. It needs support from parents, community members, school/district personnel, and other stakeholders. It needs to give primacy to youth voice, youth choice, and youth leadership.

Finally, the ongoing COVID-19 pandemic cannot be ignored in designing a 21st Century Community Learning Center. Partners planning a proposal should be intentional about using the grant to address the myriad impacts of COVID-19:

- the need for learning acceleration
- increased social, emotional, and mental health needs of students and of staff
- decreases in school enrollment and attendance
- staffing shortages and increased costs; etc.

There is still significant uncertainty about the course of the pandemic, which makes it difficult to plan for the next five years of this grant. For the sake of this Request for Proposals, applicants are advised to develop applications based on the assumption that, while COVID-19 will still be present, there will not be additional major disruptions to the functions of the State, its schools, and the economy during the course of the grant. RIDE recognizes that the reality may be very different from this and potential grantees will need to be ready to adjust, should new variants of the disease or other circumstances cause major disruptions. If that is the case, RIDE will work with subgrantees as they adapt and revise program plans, operations, services, staffing, outcome measures, budgets, etc. and will provide appropriate flexibility.

VIII. General Requirements and Expectations

The following are requirements and expectations for all Rhode Island 21st Century Community Learning Center subgrant recipients:

1. Subgrant funds are designed to provide high quality out-of-school time programs. Proposals must include both after-school and summer programming. Activities may also take place during other out-of-school times, such as before school, weekends, school vacation weeks, etc. Per statutory requirements, 21st CCLC funds may not be used to provide services to students during regular school hours. Program planning and administration, as well as services to parents, are allowable during regular school hours, however.

2. Subgrants must serve students who primarily attend schools eligible to operate a Title I Schoolwide Program. Priority will be given to applications proposing to serve schools with higher rates of students eligible for Free- or Reduced-Price Lunch. Furthermore, priority will be given to applications proposing to serve students in schools that had been identified by the state as being in need of support and intervention or that had low performance on the most recent state assessments.

3. Proposals must be planned and operated in active collaboration with the target school(s) [*ESSA* §4204(b)(2)(D)(i)]. It is expected that the program director and/or site coordinator and the school principal(s) will meet on a regular basis to ensure effective, ongoing collaboration.

4. The 21st Century Community Learning Center must be located in a safe and easily accessible facility [*ESSA* §4204(b)(2)(A)(i)]. In most cases, programs are located in the target schools, but a program may be in another facility, so long as it is at least as available and accessible to the students to be served as if it were in the school [*ESSA* §4204(c)]. The program must take place in spaces that are appropriate to the activities run and to the ages of the participants. If the 21st CCLC is located in a school, the program administration should be provided with adequate and appropriate office and storage space in the school building.

5. Regardless of the location, the proposal must describe how transportation needs of students will be met [*ESSA* §4203(a)(10)].

6. An emergency management plan must be in place and all staff should be familiar with it. At a minimum, this should be aligned with school's emergency management plan to minimize confusion. Preferably, it *is* the school's emergency management plan, although it must specifically address the unique circumstances that may occur during out-of-school hours (e.g., different personnel in the building, different spaces accessible, different communication channels, etc.)

7. Proposals must demonstrate a partnership between a local education agency, a community-based organization, and, if appropriate, other public or private entities [*ESSA* §4204(b)(2)(H)].

8. 21st CCLC programs in Rhode Island must employ a full-time Program Coordinator, Manager or Director, at least 35 hours per week (i.e., per grant, not necessarily per site). Salary and fringe must be adequate to employ a highly qualified individual in this role. Multi-site grants should generally have a program director managing the grant across sites and site coordinators managing operations within each site.

9. After-school programs are expected to operate from approximately late September until June, at least two hours a day at least four days per week, but it is recommended that programs operate longer and for five days a week. An application to serve older students may propose an operational structure that is unlike a traditional after-school program, provided that students have access to a similar amount of programming.

10. Subgrantees must develop and implement a full-day summer learning program for a minimum of four weeks by the start of Year 2 of the subgrant. Five- or six-week long programs are recommended. Summer learning programs should be fun and engaging, while seeking to stem, or reverse, summer learning loss.

11. There should be no more than 13 youth for every adult in groups of children and youth ages five and older. Group sizes should vary according to the age and abilities of youth and the type and complexity of the activity but should never be larger than 26.

12. Subgrantees must participate in state and federal data collection and reporting. Reporting consists of information on Subgrantees, Sites, Staffing, Activities provided, Youth Participants, Program Attendance (per day, per activity, per youth), Family Members Served, and Outcomes. Outcomes recently changed, per the updated federal Grant Performance and Results Act (GPRA) Measures for 21st CCLC and now include:
    1. Growth on state assessments, Reading/ELA and Math (grades 4-8)
    2. Improvement in unweighted Grade Point Average (grades 7-8, 10-12)
    3. Improvement in school day attendance (grades 1-12)
    4. Decrease in in-school suspensions (grades 1-12)
    5. Improvement in teacher-reported engagement in learning (grades 1-5)

    For GRPA measure #5, grantees serving students in any grade 1-5 are expected to collect data using this tool, administered with school day teachers. All other Outcomes will be calculated by RIDE using data from its Data Warehouse matched to program data submitted by the subgrantee.

13. Subgrantees are required to use a data system to collect and manage program data that are aligned to the requirements of 21APR federal reporting. Subgrantees are urged to purchase a system specifically designed for use by after-school programs or to adapt their district Student Information System for this purpose. Programs are strongly encouraged to update their data on a daily basis. For more information about data requirements and federal reporting, please see the RI 21st CCLC Data Guide.

14. The out-of-school time program and the target school(s) and/or the school district must share individual student-level data with one another. Data sharing should be mutually beneficial and conducted in a timely manner, in accordance with applicable privacy and confidentiality laws [*ESSA* §4204(b)(2)(D)(i)]. These data should be used to track program goals and objectives, to assess student outcomes, to conduct program evaluation, and to assist with planning and coordination of services for students.

15. Subgrantees must agree to share student-level program data with RIDE to enable accurate federal reporting and to facilitate statewide evaluation activities. Aggregate data may be posted by RIDE on various public data portals.

16. Subgrantees must participate in any statewide evaluation activities conducted by the RI Department of Education in partnership with an evaluation vendor. This may include analysis of student and program data; tracking of performance indicators; program observations; surveys and/or interviews with staff,

parents, students and/or educators; or other activities which may be required during the subgrant period. While there is currently no formal, external evaluation underway, it is anticipated that there will be a new one started during the course of this grant.

17. Per federal requirements, each subgrantee must undergo periodic local evaluations in conjunction with RIDE's overall evaluation plan "…to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success." The results "shall be used to refine, improve, and strengthen the program" and shall be made publicly available. [*ESSA* §4205(b)(2)]

18. At least one member of the program leadership (i.e., Program Director, Program Manager, Site Coordinator, etc.) of each subgrant must attend 21st CCLC subgrantee meetings, which are currently held once a month from September to June. Subgrantees are encouraged to send more than one individual.

19. Subgrantee leadership and staff must participate in ongoing and purposeful professional development (PD) to support effective program administration and implementation. All permanent/regular staff must attend at least 20 hours of training annually. Professional development should be varied, relevant, and appropriate to the individuals' roles.

20. Per Rhode Island General Laws §16-2-18.1 *et seq.*, all staff who may have direct or unmonitored contact with children or students, including those who are hired by a third party, shall undergo a national and state criminal background check via fingerprinting. Volunteers who may have direct and unmonitored contact with children and/or students, shall, at a minimum, undergo a state criminal background check per RIGL §16-2-18.4. In addition, staff and volunteers should be screened using the National Sex Offender Public Website.

21. 21st CCLC subgrantees must participate in all phases of the Rhode Island Program Quality Assessment (RIPQA) process, which is grounded in the *Rhode Island After-School Quality Standards and Indicators*. It is currently conducted on a cyclical basis. It includes program observations (Form A, using the School-Age PQA or the Youth PQA from the Weikart Center for Youth Program Quality), an organizational self-assessment (Form B), documentation of required program elements (Evidence Binder), and action planning. The RIPQA process is conducted every two to three years, with the help of an independent, contracted Quality Advisor. Form A assesses the extent to which activities promote a safe environment, a supportive environment, positive interactions, and student engagement. Form B include sections on family & civic engagement, staffing and professional development, and program leadership. Programs are expected to work on implementing their action plans in between RIPQA assessment years.

22. Subgrantees must participate in program monitoring by the Rhode Island Department of Education, according to the monitoring and risk response protocol, which includes desktop monitoring and periodic on-site visits.

23. 21st CCLCs should have a governance group (e.g., board, board subcommittee, steering committee, advisory committee, etc.) composed of a broad group of stakeholders to assist with high-level planning and decision-making for the grant.

24. Subgrantees should provide youth with leadership opportunities and involve youth in decision-making about program design and delivery.

25. Subgrantees must use 21st CCLC funds to supplement, and not supplant, other Federal, State, and local public funds [*ESSA* §4204(b)(2)(G)]. Subgrants must be used to create activities that would otherwise not be accessible to the students served or to expand access to existing high-quality services that may be available in the community.

26. Subgrantees should ensure that their program meets the needs of diverse populations, including – but not limited to – youth of different races, cultures, and religions; students from low-income families; students who are at risk of academic failure; students at risk of dropping out; students who have experienced trauma; students experiencing homelessness; Multilingual Learners; Differently-Abled Students; LGBTQ+ youth; and youth involved with DCYF.

27. Subgrantees must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004. More information, including legal foundations and best practices, can be found in the US ED's series, *21st Century Community Learning Centers: Lessons From the Field: Serving All Students, Including Students With Disabilities*.

28. All services, benefits and materials provided under this grant must be strictly secular, neutral and non-ideological in nature [*ESSA* §8501(a)(1)].

29. Applicants must conduct an assessment of community needs and available resources for the 21st CCLC and design their proposed program to address those needs, including the needs of working families [*ESSA* §4205(b)(1)(A), §4204(b)(2)(I)].

30. Activities should meet "measures of effectiveness," as described in *ESSA* §4205(b). Pending further federal guidance, RIDE will work with subgrantees to establish appropriate performance measures and to clarify the intent of this section of the law (see also the *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*.)

31. Subgrantees must identify and partner with external organizations, defined in *ESSA* as "a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities" [§4201(b)(4)]. RIDE has published a list of pre-screened external organizations per *ESSA* §4202(c)(3) and §4203(a)(11), although subgrantees are not required to partner with specific organizations on that list.

32. Applicants must notify the community of their intent to submit an application and that the application and any waiver request will be available for public review after it has been submitted [*ESSA* §4204(b)(2)(L)].

33. Subgrantees are mandated under Title VIII, Part F (Uniform Provisions) [§§8501-8504] of *ESSA* to consult with appropriate officials of non-public schools located in areas served by the subgrant in a timely and meaningful manner and to provide services to students in those schools on an equitable basis. This consultation "shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section" [§8501(c)(3)]. Documentation of this process should be maintained. (See the *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements*;

also see the prior *21st Century Community Learning Center Non-Regulatory Guidance* with the caveat that this went into effect in 2003 under the rules of No Child Left Behind, the previous version of ESEA, and has yet to be updated). (For RI-guidance, please see the Private School Equitable Services Guide (also see the school directory for lists of private schools, including Catholic schools, private independent schools, and schools for children with disabilities)

34. No funds may be spent before July 1, 2022, nor may funds be spent before a Grant Award Notification (GAN) has been issued by RIDE.

35. Subgrantees must follow all applicable state and federal statutes and regulations, including relevant provisions of the Every Student Succeeds Act and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200, "Uniform Guidance").

36. Subgrantees should follow and document all additional program expectations found in the *Rhode Island 21st Century Community Learning Centers Quality Assurance Evidence Binder*.

IX. Review Process

A. Eligibility Review

All applications will receive an initial eligibility review by RIDE staff to ensure that the application:

- Is eligible for the grant,
- Was received on time and in the proper format,
- Contains all required sections and signatures, and
- Is responsive to the purpose and requirements of this Request for Proposals.

If an application does not meet these basic requirements, it will be deemed non-responsive at this stage of the review process and will not be scored or funded.

B. In-Depth Review by Panel

The Rhode Island Department of Education will convene a panel of highly qualified readers to review all completed, eligible applications received by the due date. Panel readers will be persons with experience or expertise in such areas as 21st Century Community Learning Centers, out-of-school time programs, youth development, community/school partnerships, social emotional learning, multilingual learning, special education, MTSS, and/or accelerated learning. This panel will review, score, and rate the quality of the proposals and the capacity of the applicants to successfully implement what has been proposed.

Following the eligibility review, each proposal will be assigned to a team of readers, each of whom will have attested that they do not have a conflict of interest with the proposal. Each reader will score each proposal independently on its own merits, according to the criteria provided within the Reviewer Application Scoring Form (**Appendix 1**). Responses to each component will be rated according to the following:

- **Excellent** – exceptionally well done
- **Good** – generally meets the criteria
- **Marginal** – some criteria present but lacks some critical part of the expectations
- **Inadequate** – clearly weak and would need much more work to meet the criteria

The review panel will then convene to consider the proposals. Each proposal will be evaluated and scored section by section by the assigned team of reviewers. The team will note the strengths and weaknesses for each section. Team scores for each section will then be totaled to create an overall team score for the application. The team will also provide a summative assessment of whether the proposal is recommended for funding, recommended for partial funding, recommended for funding with conditions, or not recommended for funding.

C. Ranking, Verification, and Adjustments to Budget/Scope of Work

In general, proposals will be recommended for funding in rank order, depending on the amount of funding available. If there is a tie score, the process for selecting an awardee will be based on the following protocol:

- The application with the highest poverty level of the school(s) served shall be awarded.
- If the applications have the same poverty level, the target school(s) with the lower state accountability classification shall be awarded.
- If the applications have the same accountability classification, the application from the city or town that has fewer awards relative to its public-school enrollment shall be awarded.

In cases where proposals are recommended for funding at a reduced amount and/or for funding with conditions, applicants may be asked to submit additional documentation which could include – but is not limited to – additional or revised program narrative, clarifications, verification of proposal elements, additional assurances, a revised budget and budget narrative, and/or a revised scope of work. RIDE may also request an interview with the applicant or a meeting with school/community partners. If RIDE and the applicant are unable to negotiate an agreed upon scope of work and budget or if RIDE is unable to verify assertions essential to the successful implementation of the proposal, the proposal will not be funded. At this point, the next highest-ranking proposal will be moved into consideration and negotiations may be conducted in the same manner.

D. Final Selection

The review panel will provide recommendations for awards to the Commissioner of Education. Final award notification is subject to the Commissioner's approval. Allocation of funds is contingent upon successful negotiation of a final budget and/or scope of work, as well as the continued availability of funds. Applicants selected for a subgrant agree to be bound by the terms and conditions of the Grant Award Notification and all fiscal procedures, as defined by RIDE and by the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

New grantees who have not previously received a 21st Century Community Learning Center grant may be asked for additional documentation, such as audit reports, financial statements, fiscal policies, and/or other proof of capacity to manage fiscal accounting effectively.

E. Due Process Appeals

Applicants have the right to appeal the funding decision, as outlined in section 76.401 of the Education Department General Administrative Regulations (EDGAR). A request for a hearing must be made within 30 days of notification about the subgrant. The Rhode Island Department of Education will schedule the hearing within 30 days of receiving the request. Prior to the hearing the applicant must provide a detailed statement of facts and circumstances which gave rise to the appeal. After the hearing, the applicant will receive a written notification of the results of the hearing, including findings of fact and reasons for the ruling, within 10 days from the hearing.

X. Application Contents and Format

A. Application Contents

Applicants are requested to answer the questions in the order and format presented in the Request for Proposals, both to ensure that all applicants present their material in a consistent manner and to promote ease of proposal review.

The application **must** include the following required forms and appendices:

1. Form 1. Application Cover Page (signed)
2. Form 2. Application Checklist
3. Form 3. Assurances Affirmation (signed)
4. Form 4. Proposal Narrative
5. Form 5. FY23 Budget Request
6. Form 6. FY23 Budget Narrative
7. Form 7. FY23 Leveraged Funds Chart

A. Required Appendix A. Job descriptions of key staff

B. Required Appendix B. Proposed governance group membership and affiliations

C. Required Appendix C. Memorandum(a) of Understanding or Letters of Support from all primary partners with signatures from:

   1. Principal(s) of target school(s) or designee(s) (required)
   2. Superintendent or equivalent of Local Education Agency or designee (required)
   3. Chair of school committee or equivalent or designee (required)
   4. Executive Director (ED), Chief Executive Officer (CEO), or equivalent of Community-Based Organization(s) or designee (required)
   5. Chair of CBO Board or Directors or designee (required)
   6. ED, CEO, or equivalent of other public or private entity(ies) or designee (if applicable)
   7. Chair of Board of Directors or equivalent of other public or private entity(ies) or designee (if applicable)

The application **may** include the following optional appendices:

D. Optional Appendix D. Documentation of determination by Local Education Agency that target school(s) is/are in need of support and intervention

E. Optional Appendix E. Needs Assessment – Summary only

F. Optional Appendix F. Organizational chart

G. Optional Appendix G. School Improvement Plan or School Reform Plan – Excerpt(s) only

H. Optional Appendix H. Recent evaluation report – Executive Summary and/or key excerpts only

I. Optional Appendix I. Indirect Cost Agreement – if CBO or Other Entity is lead agency only

Please do not include any other materials. Please do not include letters of support from any entities that are not the primary partners on the grant. The review panel will be instructed not to review any items not on the above list, including full reports or plans instead of summaries or excerpts.

B. Application Format

Please be sure that the following formatting requirements are met:

1. The application must include all of the required forms provided, with all required signatures as indicated.

2. Please include all requested supporting documents as appendices. Please limit appendices to those that are required or those listed as allowable/optional. Please do not submit any other appendices (e.g., program brochures); they will not be reviewed by the panel.

3. All appendices must be clearly labeled.

4. All forms and appendices must be saved in PDF format.

5. All forms and appendices must be sent as an attachment to an email. No other format will be accepted. ***Please do not send links to documents on the cloud*.** Please do not deliver hard copies of the proposal.

6. The Proposal Narrative – including the Executive Summary – must not exceed 30 single-spaced letter-size pages with 1-inch margins and using 12-point font. The review panel will be instructed not to read or score any of the Proposal Narrative beyond page 30. The Application Cover Page, Application Checklist, Assurances Affirmation, Budget Form, Budget Narrative, Leveraged Funds Chart, and appendices do not count toward the page limit. All pages must be numbered consecutively beginning with number 1 on the first page of the narrative through to the end.

7. Please do not add any other type of cover page, title sheet, or cover letter. It is important that the Application Cover Page show the specific information requested.

8. The Cover Page and the Signed Assurances shall be dated and signed by a person authorized to enter into contracts on behalf of the applicant.

9. Applicants are asked to be concise and to respond to each question or instruction listed in Section XI. Proposal Narrative Contents.

10. Please include separate sections in the Proposal Narrative for each component listed below and please clearly label each section with the appropriate header.

11. It is the responsibility of the applicant to provide all information requested in the RFP package at the time of submission. Failure to provide information requested in this RFP may result in disqualification of the proposal or will result in a lower score for the incomplete sections.

XI. Proposal Narrative Contents

Please structure the Proposal Narrative by addressing each of the following ten components:

1. Executive Summary (*not scored*)
2. Need for Program (*15 points*)
3. Program Design (*20 points*)
4. High Quality Staff (*10 points*)
5. Outreach and Communication Strategies (*8 points*)
6. Program Governance, and Management (*8 points*)
7. School, District, and Community Organization Partnership (*12 points*)
8. Data, Program Evaluation, and Continuous Improvement (*12 points*)
9. Leveraged Resources and Sustainability Potential (*5 points*, scored with Leveraged Funds Chart)

If applying under one or both of the two State Priorities, please include appropriate, relevant information throughout the proposal narrative (*6 additional points, per priority*).

The Budget Request and Budget Narrative (Forms 5 and 6) are scored separately from the proposal narrative (*10 points*).

Please refer to **Appendix 1 – Reviewer Application Scoring Form** for detailed information on how each element of the proposal will be scored.

Please provide as much detail as possible throughout each section of the proposal – with the exception of the Executive Summary – to address each of the scored items as well as each of the bullets listed in each section below. However, please do not sacrifice readability in the process. The use of bold text, bullets, tables, or simple graphics to display information clearly and concisely is encouraged. Applicants are encouraged to reference other sections of the proposal, where appropriate, rather than repeating the same information.

1. Executive Summary (1 page limit): Not Scored

The Executive Summary should give the reader a sense of the entire application. Please be sure to include:

- Target school(s) served
- Primary partners involved in the proposed program and their respective roles
- Age/grades and number of students to be served
- Goals and objectives of the program
- Overall concept, structure and focus of program
- Approach to addressing **State Priority or Priorities**, if selected; and
- Any other important information about the proposed program, such as services proposed for a group of students who do not attend the target school, unusual circumstances or program costs, unique program design, etc.

2. Need for Program: 15 Points

Please provide a justification of the need for the program, including poverty levels, academic need and the accountability status of the target school(s), and other evidence.

a. Poverty (5 Points)

For each target school to be served by the proposed 21st Century Community Learning Center, please provide the following information, which can be found on the eligible schools document:

- The 2021-22 percentage of students eligible for Free- or Reduced-Price Lunch (column Z, the 5th column displayed).
- If the FRPL rate is less than 40% for a target school but the school operates a Title I Schoolwide Program (column Y), please include that information as well.
- If there is other important qualifying information about the poverty level of the target schools served, you may include that as well.

b. Accountability Status / Performance on State Assessments (5 Points)

ESSA gives priority under this grant to programs serving schools that have identified for comprehensive intervention and support in the state accountability system or schools that the Local Education Agency itself has identified for intervention and support. Due to COVID-19, the US Department of Education waived the accountability requirements for Rhode Island. Therefore, scoring for this portion of the proposal narrative will be based on a combination of the previous accountability ratings and performance on the most recent state assessments.

For each target school to be served, please provide the following information, most of which can be found on the list of eligible schools (also see the Report Card website and the Assessment Data Portal):

- The 2019 Star Rating (the most recently available accountability rating), if available (column AB on the list of eligible schools)
- The 2021 Percent Meeting or Exceeding Expectations in English Language Arts (ELA)/Literacy on the most recent state assessments (i.e., RICAS, PSAT, and/or SAT; columns AC, AG, AK, respectively). In some cases, that percentage is not available due to data suppression rules. If that is the case, please provide the 2021 Average Scale Score for ELA/Literacy, if that is available (columns AD, AH, AL, respectively).
- The 2021 Percent Meeting or Exceeding Expectations in Mathematics on the most recent state assessments (i.e., RICAS, PSAT, and/or SAT; columns AE, AI, AM, respectively), or the 2021 Average Scale Score for Mathematics, if available (columns AF, AJ, AN, respectively).
- If the target school has been determined by the Local Education Agency to be "in need of intervention and support," please note that. Include documentation of this determination as optional **Appendix D**.
- If there is other important qualifying information about the accountability status and/or performance levels on state assessments of the target schools served, you may include that as well.

c. Other need (5 Points)

- Provide the results of an assessment of student, family, school and/or community needs as they relate to the implementation of the 21st CCLC. A document summarizing the Needs Assessment results may also be included as optional **Appendix E**.
- Provide other relevant information about the need for the proposed program, including data from reliable sources about the target school(s) and the children, youth, and families to be served by the program. Please do not simply include any and all available data, however. Rather, focus on data

that highlights the need for the program and that the proposed program would address in some way.

- Data to be provided may include, but is not limited to:
    - Overall performance, subgroup gaps, and/or growth on assessments such as RICAS, PSAT/SAT, Dynamic Learning Map (DLM), interim assessments, etc.
    - Universal Screening data conducted with all students, as recommended by the LEAP Task Force
    - Graduation and/or dropout rates
    - College enrollment and/or retention rates
    - Rates of students at risk for academic failure or dropping out
    - SurveyWorks data
    - Youth crime and/or delinquency rates
    - Data on lack of strong positive role models
    - Suspension and other discipline data
    - Chronic absenteeism rates
    - Number of students experiencing homelessness
    - Rates of students experiencing trauma
    - Youth involved with DCYF
    - Teen pregnancy rates
    - Substance abuse rates
    - Number of children or youth who are not supervision after school
    - Requests by families for after school programs
    - Social and emotional indicators
    - Mental health data
    - Other data related to the impact of COVID-19 not included above
    - Other data on Multilingual Learners and/or Differently-Abled Students not included above.
- If the application proposes to serve a small group of students who do not attend the target school(s) and their families, please include justification for why these students have been selected for services. Include data on their needs, how they relate to the target school(s) (e.g., they have dropped out of the target school; they attend a feeder school for the target school), and how the program will meet their needs. This group of students must be of school age and may not be larger in number than those served at the target school(s).
- If the application proposes to serve a school that is already served by a 21st CCLC subgrant (i.e., one that is already funded for FY23), please clearly state that and provide a justification for an additional subgrant to serve this school. Please explain why this additional subgrant is needed and how it would expand the number of students served. Demonstrate that the activities proposed in the application:
    - Are not already accessible to students who would be served, as of the date of the submission of the application, and/or
    - Would expand accessibility to high-quality services that may be available in the community.
- If applying for Unusual Costs, please include a clear justification of the need for these costs.
- If applying to address either or both of the two **State Priorities**, please clearly identify the specific needs of Multilingual Learners and/or Differently-Abled Students and how those needs were identified. This information should be highlighted in any needs assessment summary included as **Appendix E**. Please also be sure to highlight data relevant to those populations throughout this section of the program narrative.

3. Program Design: 20 Points

Please provide a comprehensive description of your proposed program, including each of the following five subsections. If applying under either of the **State Priority Areas**, please be sure to embed information within each section on how your program is specifically designed to addresses that priority.

a. Program Goals and Objectives

Please provide overall, five-year **Program Goals** for the proposed 21st Century Community Learning Center.

1. Program Goals

Please provide between one and three goals for the proposed grant. These should be concise but broad statements of purpose. They should explain the overall impact of the program, what you will achieve, and how will students benefit.

2. Program Attendance Objectives – Specifically, these include:

Please include program attendance targets for the first year of the subgrant (FY23). It is anticipated that years two through five of the subgrant will have similar objectives, assuming funding continues at a similar level and pending the State's ability to manage the COVID-19 pandemic without additional major disruptions.

	The number of students at each target school to be served over the course of the grant year (minimum 15 hours*)
	The number of students at each target school who will participate at least 45 hours
	The number of students at each target school who will participate at least 90 hours
	The number of family members at each target school to be served
	Average daily program attendance during the 2022-23 school year at each target school
	Average daily program attendance during summer 2022 if applicable** – or else during summer 2023 – at each target school.
	If applying under **State Priority One**, the number of Multilingual Learners at each target school who will participate at least 45 hours
	If applying under **State Priority Two**, the number of Differently-Abled Students at each target school who will participate at least 45 hours

** Please note that students who participate less than 15 hours over the course of the grant year are no longer considered participants and are not included in reporting.*

***Please note that new grantees are not required to run a summer learning program during the first year of operation, although they are encouraged to do so.*

3. Academic Improvement Objective(s) (one or two objectives)

4. Social & Emotional Learning / Essential Skills Objective(s) (one or two objectives)

The Academic Improvement and SEL/Essential Skills Objectives should be Specific, Measurable, Achievable, Relevant, Time-bound, and Equitable (SMARTE). As with the Attendance Objective, please write these for the first year of the subgrant (FY23), with the assumption that they will be similar in following years. These objectives must be focused on outcomes for students, rather than

on program activities or inputs. In other words, please do not describe what the program will do. Instead, please describe what will change for students (i.e., changes in grades, graduation rates, diploma seals or endorsement, credentials or certifications, assessment scores, school attendance, disciplinary infractions, social or emotional indicators, etc.). It is strongly recommended that these outcomes be focused on students who attend the program more frequently (i.e., 45-hours or 90-hours or more of attendance).

The outcomes must be measurable using objective and reliable student-level data and the 21st CCLC must have access to the data, both at baseline and at the end of the time period. For each of these objectives, please clearly state how much change you anticipate, on what measure, over what period of time, and for what group of students.

In developing the Academic Improvement Objective(s), please refer to the school's improvement goals. In developing the SEL/Essential Skills Objective(s), please refer to the RI 21st CCLC Theory of Action. For the sake of consistency, grantees may want to align or adapt the objectives from the federal Grant Performance and Results Act (GPRA) Measures for 21st CCLC, although that is not required.

For multi-site applications, the Academic Improvement and SEL/Essential Skills Objectives may be unique to each target school, or they may be the same for all schools served.

If applying under the **MLL and/or DAS State Priorities**, at least one Academic Improvement Objective and one SEL/Essential Skills Objective must provide targets for the priority population(s). This could be an objective entirely focused on that population of students, or it could be a sub-objective (e.g., a target is provided for all students and additional targets are provided for Multilingual Learners and/or Differently-Abled Students).

b. After-School Program Operations and Services

- Please describe – or show using a table or grid – the general schedule of operations for the after-school program for each proposed site. Please highlight the number of programs per day, the number of hours each day, number of days each week, and number of weeks per year. Describe any daily variations during the week. If proposing a non-traditional after-school program structure, please clearly describe the proposed plan and the amount of programming available to students.
- Please describe or show the daily schedule, from the end of school to student pick-up and/or transportation home.
- Describe the number, range, and types of programs to be offered, including how they will be selected and who the instructors will be. Describe any differences in the type of programming that will be offered for differing age/grade levels or population to be served. Describe how the program will ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities.
- If the program will operate before school, in the evening, on weekends, or during school vacation weeks, please include brief information about those offerings as well.
- Describe how the program will meet the needs identified in the required community needs assessment, including the needs of working families.
- Describe how the program will meet the needs of participating students, particularly in light of the COVID-19 pandemic. Describe how the program will use flexible structures and varied instructional activities and practices to accommodate students with different needs, particularly Multilingual Learners and/or Differently-Abled Students.

- Explain how the activities proposed are expected to improve student academic achievement as well as overall student success. Demonstrate how best practices will be used – including research-based or evidence-based practices – to provide educational and related activities that will complement and enhance the academic performance, achievement, postsecondary and workforce preparation, and positive youth development of students. (See *ESSA* §8101(21) and *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*).
- Describe any coordination with other federal, state, and local programs (e.g., Title I, Title III, Title IV Part A, IDEA, School Improvement Grant, All Course Network, adult education, AmeriCorps, District Support Network, Perkins, Career and Technical Education, SAMHSA Project AWARE, School Climate Transformation grant, School Based Mental Health grant, ESSERs I, II or III, etc.).
- If applicable, describe how the afterschool program is coordinated with, or part of, the Multi-Tiered Systems of Support Framework of the school(s).
- Describe how student/youth voice will be included in the ongoing development of the program.
- Explain how the program will ensure that youth are continuously engaged.
- Given the importance of regular program participation for promoting student outcomes, describe how the program will be designed to encourage and support regular participation.
- Describe the ways in which the program will be connected to the regular school day, including such things as communication with the principal, teachers, and other staff; common curriculum and/or instructional practices; shared staff; shared professional development; membership on the School Improvement Team or other school or district decision-making groups; supportive homework policies and practices; etc.
- If programs will be offered at more than one site, please make clear any differences between program structures or offerings at each site.
- If the applicant proposes to serve a school already served by a currently funded 21st Century Community Learning Center, please explain how the program will complement the existing subgrant without duplicating services and how it will expand access for students.
- If applying for the **MLL State Priority and/or the DAS State Priority**, please provide a detailed description of how the afterschool program supports those groups of students. Describe the overall philosophy and vision of your approach. Explain how the afterschool program is designed to impact MLL and DAS students short- and long-term. Provide detail about the strategies, activities, structures and supports provided to these students. Explain why these strategies were chosen and how they will meet identified needs.

c. Summer Learning Program

- Please describe – or show using a table or grid – the general schedule of operations for the summer learning program for each proposed site. Please highlight the number of programs per day, the number of hours each day, number of days each week, and number of weeks per year. Describe any daily variations during the week.
- Please note that new grantees are not required to run a summer learning program during the first summer of the grant (i.e., summer 2022) although they are encouraged to do so if they are able. Regardless, the proposal should clearly describe and provide information about the summer program when it is offered.
- Describe the philosophy and vision for the summer learning model being proposed, including how it is designed to stem or reverse summer learning loss. Explain how evidence-practices will be used.
- Describe the schedule of a typical day, including the range and type of programs to be offered, who the instructors will be, and what differences there will be in offerings for differing age/grade levels.
- Describe how the summer program will meet the needs identified in the required community needs assessment, including the needs of working families.

- Describe how the summer program will meet the needs of participating students. Describe how the program will accommodate students with different learning and social/emotional needs.
- Explain how you will ensure that youth will be engaged throughout the summer program.
- Describe the ways in which the summer program will be connected to the school year, including such things as co-planning of the summer program; communication with school administration, faculty, and staff; common curriculum and/or instructional practices; co-teaching with school-day teachers and community-based organization staff; shared staffing; shared professional development; school orientation/transition programs; etc.
- Describe any coordination with other federal, state, and local programs (e.g., Title I, Title III, Title IV Part A, IDEA, School Improvement Grant, All Course Network, adult education, AmeriCorps, District Support Network, Perkins, Career and Technical Education, SAMHSA Project AWARE, School Climate Transformation grant, School Based Mental Health grant, ESSERs I, II or III, etc.).
- If applicable, describe how the summer learning program is coordinated with, or part of, the Multi-Tiered Systems of Support Framework of the school(s).
- If programs will be offered at more than one site, please make clear any differences between program structures or offerings at each site.
- If the program proposes to serve a school already served by a currently funded 21st Century Community Learning Center, please explain how the program will complement the existing subgrant without duplicating services and how it will expand access for students.
- If applying for the **MLL State Priority and/or the DAS State Priority**, please provide a detailed description of how the summer program supports those groups of students. Describe the overall philosophy and vision of your approach. Explain how the summer learning program is designed to impact DAS and MLL students short- and long-term. Provide detail about the strategies, activities, structures and supports provided to these students. Explain why these strategies were chosen and how they will meet identified needs.

d. Family Engagement

The Every Student Succeeds Act requires that 21st CCLCs include opportunities for meaningful engagement of families. These may include but are not limited to family literacy events, adult education, parenting workshops, links to PTA/PTO activities, events, etc.

- Please describe the range of family engagement activities and services to be offered to families of students served by the proposed 21st CCLC.
- Please describe how these activities and services will promote active and meaningful engagement in their children's education and opportunities for literacy and related educational development.
- Please describe how family members will be provided with opportunities to be involved in programming or organization decision-making.
- If applying under either or both of the **State Priority Areas**, include information on how you will tailor your family engagement efforts to the unique needs of multilingual families and/or of families of Differently-Abled Students.

e. Transportation

- Describe how the program will ensure age-appropriate and safe transportation arrangements for both the afterschool and summer programs, including:
    - How participants will be safely signed out of the program.
    - How participants will get home from the program.
    - How participants will travel to and from off-site programs or activities, if applicable.

- If it is not at the target school, how participants will get to the program. Please explain how the location will be at least as accessible to the students served as if the proposed program were located in a school.

- Please include information on how transportation for the 21st CCLC will be funded. LEAs are strongly encouraged to commit funding to support transportation for this program.
- If limited transportation is being provided, demonstrate how this will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.

4. High Quality Staff: 10 Points

High quality staff are key to the success of a 21st Century Community Learning Center. Please describe the staffing model, as well as how staff will be recruited, maintained, supported, trained, and supervised.

- Describe or show the staffing design.
- Describe or show proposed staff qualifications for various roles within the 21st CCLC. Include job descriptions as required **Appendix A**. The application may refer to these job descriptions, where appropriate.
- You may include an organizational chart to clarify authority/supervision as an optional **Appendix F**.
- Describe what qualifications and background or experience will be expected of the required full-time Program Coordinator, Manager or Director. Describe how this person will fit into the existing structure of the school or organization, including how they will be supervised. It is recommended that multi-site grants have a program director managing the grant across sites and site coordinators managing operations within each site.
- Identify planned staff-student ratios.
- Describe how various services and activities for students will be staffed. Describe the process by which program instructors will be selected and the anticipated mix of types of instructors (i.e., program staff vs. school day teachers vs. subcontracted external providers) for both afterschool and summer programming.
- Identify strategies to recruit and maintain high quality staff.
- Describe how staff at all levels of the 21st CCLC will be supported in their roles. Describe the orientation process.
- Describe the professional development planning process. Describe how professional development needs will be identified and what strategies will be used to ensure that those professional development needs are met in an ongoing, targeted, and purposeful manner.
- Identify staff supervision and feedback mechanisms, including, but not limited to, regular written and shared performance reviews, self-evaluation tools, etc.
- If volunteers will be used, please describe how the program will encourage and use appropriately qualified persons from diverse backgrounds to serve as the volunteers, and how they will be supported and supervised.
- If applying under either or both **State Priorities**, please describe what staff qualifications will be sought and/or if specific staff positions will be created to support MLLs or DASs. Please also describe what professional development will be provided to staff to improve their ability to support these students.

5. Outreach and Communication Strategies: 8 Points

Describe how the program will ensure ongoing, effective communication with all stakeholders to ensure continued smooth operations.

- Describe how the program will recruit participants and their families.
- Describe how the program, in partnership with school day staff, will specifically identify and recruit students with higher levels of need.
- Describe strategies for maintaining participants' engagement in the program with the goal of encouraging regular program participation (at least 45 hours and preferably 90 hours or more).
- Describe mechanisms to maintain effective communication with student participants and to encourage their voice and choice in all decisions that affect them.
- Describe how ongoing, meaningful, two-way communication will be maintained with family members, as well as the range of issues or topics that may be addressed.
- Clearly define the communication mechanisms between the program and the classroom teachers of participants. Describe how a philosophy of partnership and mutual respect will be maintained.
- Describe mechanisms for ensuring that there are regular meetings between the program director or site coordinator and the school principal(s). Explain how this will be maintained, even if there is a change in administration for either the 21st CCLC program or the school.
- Describe mechanisms for communicating with the governance group, subcontractors, community members, and other stakeholders in the 21st CCLC about the program in a manner that is understandable and accessible.
- If applying under either or both **State Priorities**, please describe what additional outreach strategies will be employed with Multilingual and/or Differently-Abled students and their families. Describe any additional mechanisms for identifying MLLs or DASs who would benefit from the program and for recruiting them. Describe how communication will be tailored to family members of these students.

6. Program Governance and Management: 8 Points

Effectively run 21st CCLCs balance broad stakeholder input, clear management and decision-making structures, and youth leadership. Please describe and/or show how the program will be governed (i.e., assisting with long-range planning and decision-making for sustainability, effectiveness, advocacy, program direction, etc.), how the program will be managed (i.e., responsibility for more immediate operational, and logistical issues), and how youth leadership will be promoted.

- Identify the structure of the 21st CCLC governing body (e.g., advisory group, steering committee, board of directors, board sub-committee). Include roles and responsibilities of the governing body members, how often the group will meet, and the types of issues that body will address affecting the 21st CCLC.
- Include a list of proposed governance group members by affiliation (e.g., principal, classroom teacher, president of PTO, representative provider, parent, youth, etc.) as required **Appendix B**.
- Describe how this governance group will interface with the School Improvement Team, the district administration, the partner organization's Board of Directors, and/or other governance structures connected to the initiative.
- Describe how daily program operations will be managed. Describe who has authority to make decisions over different types of issues.

- Clarify chains of command and authority for decision-making, fiscal operations, etc. You may include an organizational chart as optional **Appendix F** to clarify the governance and management.
- Describe how the program will ensure that youth will have a voice in the programmatic decisions that affect them. Describe what youth leadership and/or youth governance structures will be in place and how youth leadership will be supported.
- If applying under either or both **State Priorities**, please describe how Multilingual Learners and/or Differently-Abled students and their families will be included in Program Governance. Please include how youth voice and leadership will be promoted with these students.

7. School, District, and Community Organization Partnership: 12 Points

Successful 21st Century Community Learning Centers are the result of vibrant partnerships. Please describe the partnership between the primary partners: the target school(s), the local education agency, and the community-based organization, as well as any other public or private entity that is a primary partner. Please describe the coordination between the school and the afterschool/summer program.

- Please describe the roles, responsibilities, and capacities of the key partners.
- Describe how leaders from each partner (e.g., the superintendent, the principal(s), the program director, etc.) will work together to ensure the ongoing success of the 21st CCLC. Explain how this partnership will be maintained regardless of any leadership changes with any of the partners over the course of the 5-year subgrant. You may reference information in other sections of the application (e.g., communication, governance) as necessary.
- Describe how the target school(s) and the out-of-school time program will work together. Explain how after-school and summer will each be used to support what happens during school, while maintaining their own unique nature.
- Describe in detail how the 21st CCLC will be incorporated as a specific strategy into the School Improvement Plan (SIP) or the School Reform Plan (SRP). Explain who will be responsible for ensuring that it is implemented and tracked as part of that plan. If the after-school program and/or the summer learning program are already written into any target school's SIP or SRP, please include excerpts (only, not the entire document) as optional **Appendix G**.
- Identify 21st CCLC staff who will serve on the School Improvement Team or other school/district decision-making bodies and any other connections between the program and school improvement efforts.
- Include a Memorandum(a) of Understanding (MOU) or Letters of Support between key partners as required **Appendix C**. The MOU or Letters of Support should define the service and program implementation agreements between the key partners. Please see Section XII-B-3 Required Appendix C below for more detail on what should be included in the MOU or Letters of Support. Also, please note that MOUs are preferred, because they generally demonstrate a deeper commitment and level of partnership than do Letters of Support.
- If applying under one of the State Priority Areas, describe how the key partners will collaborate to ensure success in addressing the priority. Clarify the roles and responsibilities of each partner.

8. Data, Program Evaluation, and Continuous Improvement: 12 Points

Please describe the program partners' commitment to maintaining and sharing data, evaluating success, and investing in ongoing continuous improvement.

- Please provide information on the data system that will be used for the 21st CCLC. Please verify the capacity to collect and manage information on youth and adult participants, activities, program attendance, and staff (see RIDE's 21st CCLC Data Guide). Please clarify who will be responsible for management of the data systems. Describe how frequently data will be updated and how data quality will be ensured.
- Please include information on how the program will comply with the federal data reporting requirements, including how the program will ensure timely response to requests for data or clarification about the data from RIDE.
- Describe the data sharing process between the school or Local Education Agency and the 21st CCLC program. Include information on how the data-sharing agreement was or will be developed and executed. Describe the data that is anticipated to be shared by each partner for what purposes. Explain how you will ensure that data is shared in a timely manner and that confidentiality laws will be followed.
- For grantees serving students in any grades 1 through 5, explain how the program will ensure a high response rate on the required Teacher Survey, which asks classroom teachers whether 21st CCLC program attendees showed improvements in engagement in learning.
- Describe what additional data will be collected by the program, such as surveys or focus groups of youth, parents, or community partners.
- Describe how data will be used to track progress and to assist with planning and coordination of services for students.
- Describe how program success will be evaluated. Please reference the program goals and objectives.
- Describe the roles and responsibilities of program, school, or district staff and/or of external evaluators to develop and implement a program evaluation. Identify the local program evaluation goals. Describe what tools will be used and what indicators will be evaluated, when, and for what populations of students. If an external evaluator will be used, please describe the process by which they will be hired.
- Identify mechanisms to share evaluation results with the program, governance group, schools, students, families, and community stakeholders.
- If available, include a summary of a recent evaluation study, report or research from your program or partners that may document evidence of previous success, or promise of success of the proposed activities**,** as optional **Appendix H**.
- Applicants must commit to participation in the RI 21st CCLC Rhode Island Youth Program Quality Assessment process, as described in Section VIII General Requirements and Expectations above. Please describe how the program will plan and support all aspects of the RIPQA process. Describe how you will ensure full participation in this process by all necessary partners (i.e., program leaders, school administration, program staff, teachers, community providers, parents, youth, etc.).
- Describe the process by which results of the quality improvement process will be used to effect change. Please demonstrate the commitment of each of the grant partners in ensuring that recommendations are implemented in a timely manner.
- If applying for either or both of the **State Priority Areas**, be sure to describe how data how data will be disaggregated for these populations, which data elements in particular will be tracked for these students, how their success will be measured, and how they will be featured in the program evaluation.

9. Leveraged Resources and Sustainability Potential: 5 Points, scored with FY23 Leveraged Funds Chart (Form 7)

The applicant must include strategies to access resources that will support, strengthen, institutionalize and/or sustain the 21st CCLC over the subgrant period and beyond.

- Describe the commitment that the primary partners – the Local Education Agency, the community-based organization, and other public or private entity(ies), if any – are making to the 21st Century Community Learning Center, through cash or in-kind contributions, including but not limited to staff, space, supplies and equipment, transportation, computer labs, technical expertise, facilities, etc.
- Describe how funds will be coordinated with other federal, state, and local funding streams, if applicable.
- Describe the sustainability plan for the 21st CCLC during and after the subgrant. Please detail strategies and leveraged funds used to support the 21st CCLC, including but not limited to:
    - DHS childcare licensing to access Child Care Assistance Program (CCAP) reimbursements;
    - Fee structure for participation in the program, if any. Please note that no child may be excluded due to financial limitations, under any circumstances, either directly or indirectly. Please be aware that fees are considered "program income," which has specific limitations and rules under federal regulations (see Uniform Guidance, 2 CFR §200.307 and question 2 on Form 6. FY23 Budget Narrative).
    - Accessing the federal National School Lunch Program "After-School Snack program" or the Child and Adult Care Food Program "At Risk Meals program" administered by RIDE;
    - Building partnerships with businesses, corporations, community organizations, foundations, etc. that have potential for program in-kind, staffing or cash support;
    - Creating or accessing a separate fund-raising organization;
    - Accessing college and university work-study, internship, or other programs and services that will directly support the work of the 21st CCLC;
    - Other support and sustainability strategies, e.g., major fund-raisers.
- Using the FY23 Leveraged Funds Chart (Form 7), identify resources, *other than the proposed subgrant funds*, that will contribute to the success and sustainability of the 21st CCLC. This may include funds from private grants, the local education agency, corporate sponsors, municipal grants, federal grants, local businesses, etc.

FY23 Budget Request and FY23 Budget Narrative (Form 5 and Form 6): 10 Points
See Sections XII-A-5 FY23 Budget Request (Form 5) and XII-A-6 FY23 Budget Narrative FY23 (Form 6) below.

State Priority One: Strategies to Serve Multilingual Learners: 6 points
State Priority Two: Strategies to Serve Differently-Abled Students: 6 points
Information related to these populations should be incorporated into the different sections of the proposal narrative, as outlined above. These priority areas will be scored separately and holistically, however. Please see **Appendix 1 – Reviewer Application Scoring Form** for more information.

XII. Application Forms and Appendices

A. Forms

1. Application Cover Page (Form 1)

Complete all sections of the cover page, including:

- Information about the primary partners on the subgrant,
- Which partner will be the lead fiscal agent,
- The total budget request,
- Which state priority(ies) you are applying for, if any,
- The target school(s) being served, grade spans and anticipated number of students at each
- Any special situations that apply to the proposal, and
- Dated signatures from authorized representatives of each primary partner. Please note that this form must be signed by the individuals listed, not their designees.

Please scan and save the Application Cover Page as a PDF document.

2. Application Checklist (Form 2)

Check off all forms and appendices that are included in the application. Please save the Application Checklist as a PDF document.

3. Assurances Affirmation (Form 3)

Review all assurances, date, and sign the document. Please note that this form must be signed by the superintendent or equivalent, if the lead applicant is an LEA or by the Executive Director or Chief Executive Officer if the lead applicant is a community-based organization or other public or private entity. This may not be signed by a designee. Please scan and save the Assurances Affirmation as a PDF document.

4. Proposal Narrative (Form 4)

See Section XI Proposal Narrative Contents (Form 4) above. Please follow formatting requirements and the 30-page limit. Please save the Proposal Narrative as a PDF document.

5. FY23 Budget Request (Form 5)

Complete the Budget Request form, using the line items indicated, for the first year (July 1, 2022, through June 30, 2023) of the proposed 21st Century Community Learning Center. Subsequent years' budgets will be submitted before the start of each state fiscal year and will be subject to RIDE approval. Please see RIDE's 21st CCLC Budget Guide for more information. Successful applicants need to make certain that their budgets will adequately cover program expenses, including transportation. The requested amount should be appropriate and reasonable for the size and scope of the project.

- The Budget Request form should align with the Budget Narrative (Form 6).
- The total budget requested does not necessarily need to match the amount listed in the original Intent to Apply form.
- Please make sure that all requested costs are allowable, necessary, reasonable, and allocable. Please ensure that proper fiscal documentation of all phases of the grant process will be maintained.

- 21st CCLC funds are governed by Title 34, CFR – Education Department General Administrative Regulations (EDGAR), especially Part 76 (State-Administered Programs) and Title 2, CFR – Office of Management and Budget Guidance for Grants and Agreements, especially Part 200 ("Uniform Guidance").
- Subgrantees must use 21st CCLC funds to supplement, and not supplant, other Federal, State, and local public funds. Subgrants must be used to create activities that would otherwise not be accessible to the students served or to expand access to high-quality services that may be available in the community.
- The budget line-item descriptions must include sufficient detail (e.g., number of hours work per week, at what rate of pay, and for how many weeks per year; how many items at what cost per item; etc.) for reviewers to understand what is being purchased.
- Potential applicants may request Indirect Costs (category 60000). If you have a federally negotiated indirect rate agreement, then you should use that rate (or a lower rate, if you prefer). Alternately, if you do not have a negotiated rate, and have never had one, then you can use the federal "*de minimis*" rate of 10%. If the community-based organization is the lead fiscal agency and is using the federally negotiated indirect rate, please provide evidence of the approved rate as optional **Appendix I**.
- 21st CCLC subgrant funds may not be used for:
    1. Religious worship, instruction, or proselytization
    2. Endowments
    3. Construction or facility purchase or repair
    4. Materials or programs "designed to promote or encourage sexual activity"
    5. Distributing legally obscene materials
    6. Sexuality- or HIV-education that is not age appropriate and that does not include the health benefits of abstinence
    7. Distributing contraceptives
    8. Alcoholic beverages
    9. Lobbying
    10. Entertainment
- Applications for a multi-site subgrant do not need to break out the costs separately for each site.
- Please be aware that 21st CCLC subgrants operate on a cost reimbursement basis. Reimbursement requests must be submitted to RIDE on a quarterly basis but may also be submitted more frequently if a program chooses to do so. Please be Subgrantees will also be able to carry over up to 15% of their approved budget from one fiscal year to the next, though they may not carry over funds beyond the end of the five-year grant (June 30, 2027).
- The Budget Request form should be saved in PDF format. Please be sure to save the entire workbook, not just a single worksheet.

6. FY23 Budget Narrative (Form 6)

Please provide a narrative overview of the budget that must align with, and provide an explanation of, the content in the Budget Request (Form 5). The costs must be reflected in the Budget Request form. The Budget Narrative should describe how the items within the budget support the goals and activities of the project.

- Any program income earned as a result of the subgrant requires prior approval from RIDE. "Program income includes but is not limited to income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a federal award, license fees and royalties on patents and copyrights, and principal

and interest on loans made with Federal award funds" [2 CFR §200.80].

Please detail all anticipated program income in the Budget Narrative, including:

- The sources of income (i.e., fees charged to families; sale of goods created under the 21st CCLC grant)
- An estimate of the total anticipated amount of program income earned in the first year
- The amount charged per child for fees, if any
- A description of any sliding scales used, scholarships provided, etc.
- A description of how this information will be communicated to families in a transparent manner.

Please note that, under no circumstances may a child be turned away due to inability of their family to pay fees. Per federal regulations, program income must be used for the same purposes and under the same conditions as the 21st CCLC subgrant; it must be tracked separately in the accounting system; and any income earned for which prior approval was not granted may result in a reduced grant award.

- Applications for a multi-site subgrant do not need to break out the costs separately for each site.
- If applying for Unusual Costs, please include information in the Budget Narrative on why these costs are necessary and how they will be used.
- As noted above, 21st CCLC funds must be used to supplement, and not supplant, other funds. Proposals that involve activities that are already funded through other sources, such as the All Course Network, AmeriCorps, or ESSER, should make explicit what 21st CCLC funds would provide that is above and beyond what is already available.
- For new grantees who are not providing a summer learning program during the first year of the grant, the first-year budget will be different from subsequent budgets. Please provide a brief anticipated breakdown of expected costs of the future summer program, as well as a summary of what expenses would likely be shifted from the year one budget to cover those costs. This can be brief but should give the reader a general sense of what to expect in future budgets.
- Similarly, if there are any other anticipated major differences between the first year of the budget and future years, please clarify those here.
- Please save the Budget Narrative as a PDF file.

7. FY23 Leveraged Funds Chart (Form 7)

Please include all sources of funds that you reasonably anticipate leveraging towards this grant during State Fiscal Year 2023.

- Please include in-kind as well as cash contributions.
- Please do not include funding that will not directly benefit the proposed 21st Century Community Learning Center (i.e., funds dedicated towards a different program run by the subgrantee).
- Please separate out:
    1. The LEA's education funds being applied towards the grant (whether district, state or federal in origin), such as Title I, ESSER, IDEA, or district discretionary funds
    2. Other grant funds, such as public or private foundation grants
    3. Municipal funds and
    4. Other sources of funding, including CBO operating expenses, corporate donations, fees charged to families, etc.
- Please include a brief description of what the funds will be used for and the anticipated amounts.
- Please save the Leveraged Funds Chart as a PDF file.

B. Appendices

1. Required Appendix A – Job Descriptions of Key Staff

Please include job descriptions of key staff identified in the proposal. This should include program leadership roles, such as Program Director, Site Coordinator, etc. and may include other key positions, such as, but not limited to, Assistant Coordinator, Quality Improvement Coordinator, Family Engagement Coordinator, or Program Evaluator. Please also include staff who may have supervisory or program oversight roles, such as Executive Director or Assistant Superintendent. All job descriptions should be saved as PDF files.

2. Required Appendix B – Proposed governance group membership and affiliations

Please include a list of individuals who will be part of the proposed governance group (e.g., advisory group, steering committee, board of directors, board sub-committee). Please include the role or affiliation of each proposed member (e.g., principal, classroom teacher, president of PTO, representative provider, parent, youth, etc.) and their names, if already identified. This document should be saved as a PDF file.

3. Required Appendix C - Memorandum(a) of Understanding or Letters of Support from all primary partners

This should include signatures from the following individuals:

1. Principal(s) of the target school(s) or designee(s) (required)
2. Superintendent of the school district, or equivalent for other types of local education agencies or designee (required)
3. Chair of the school committee or equivalent or designee (required)
4. Executive Director (ED), Chief Executive Officer (CEO), or equivalent of the community-based organization or designee (required)
5. Chair of the community-based organization Board of Directors or designee (required)
6. ED, CEO, or equivalent of other public or private entity or designee (if applicable)
7. Chair of Board of Directors or equivalent of other public or private entity or designee (if applicable).

Garnering appropriate signatures can take time. Please plan accordingly.

Please note that MOUs are preferred, because they generally demonstrate a deeper commitment and level of partnership than do Letters of Support. If submitting an MOU, please do not submit any Letters of Support. Please do not include Letters of Support from any individuals or organizations not listed above. The MOU or Letters of Support should define the service and program implementation agreements between the key partners. They should describe the nature and details of the partnerships, including the roles, responsibilities, and capacities of each partner. They should outline the resources and/or financial contributions being made towards the program. Specific language is strongly encouraged around data sharing, safety and emergency planning, program space and facilities, transportation, fiscal and administrative support, and other areas of collaboration. They should include a clear statement that each partner intends to continue the partnership and makes a commitment at a minimum for the entire five-year subgrant period.

Please scan and save the MOU or Letters of Support as PDF files.

4. **Optional Appendix D - Documentation of determination by Local Education Agency that target school(s) is/are in need of support and intervention**
   If the LEA has identified one or more target schools in the proposed grant as being in need of support and intervention – separate from identification under the State accountability system – documentation of that determination may be included. Please be sparing in the documentation provided and highlight appropriate text as necessary. Please save this Documentation as a PDF file.

5. **Optional Appendix E – Needs assessment summary**
   If the applicant has a document which summarizes the assessment of student, family, school and/or community needs as they relate to the implementation of the 21st CCLC, this may be included. Please provide a summary only, rather than an entire needs assessment report. The summary should briefly describe the methodologies used, as well as the results. Please do not include individual survey responses or any personally identifiable information. Please save the Needs Assessment Summary as a PDF file.

6. **Optional Appendix F - Organizational chart**
   You may include an organizational chart to clarify supervision, chains of command and authority for decision-making, fiscal operations, etc. If appropriate, please include the governance group in the organizational chart. Please save the Organizational Chart as a PDF file.

7. **Optional Appendix G - School Improvement Plan or School Reform Plan – Excerpt(s)**
   If the after-school program and/or the summer learning program has already been written into any target school's School Improvement Plan or School Reform Plan, please include appropriate excerpts of that plan. Please do not include the entire plan. Please save the Plan Excerpt(s) as a single PDF file.

8. **Optional Appendix H - Recent evaluation summary**
   If you have conducted an evaluation study of your program or of similar activities that program partners have conducted, please include a summary report. This summary should document evidence of previous success and/or promise of future success of the proposed activities. Please limit this to an executive summary or excerpts of a longer report. Please save the Evaluation Summary as a PDF file.

9. **Optional Appendix I - Indirect Cost Agreement**
   If the Local Education Agency is the lead fiscal agency on the proposal, please do not submit documentation of a federally negotiated indirect cost rate agreement, as RIDE has those on file already. However, if a Community-Based Organization or another public or private entity is the lead fiscal agency on the proposal and the federally negotiated indirect rate is being used in the budget (see above), please provide evidence of the approved rate. The Indirect Cost Agreement should be in PDF format.

XIII. Resources for Technical Support

Rhode Island Department of Education

- RIDE After-school Programs & 21st CCLCs webpage
- LEAP Task Force Report
- RFP Bidder's Conference Webinar registration
- Form to join RI 21st CCLC RFP Google Group
- RFP Intent to Apply form
- RI 21st CCLC Theory of Action
- List of schools eligible for RI 21st CCLC subgrants
- School and District Report Cards
- RI Assessment Data Portal
- RIDE's School Enrollment Data
- RI Title I Participating Schools List.
- *Rhode Island After-School Quality Standards and Indicators*
- RIPQA Form A (School-Age PQA or the Youth PQA from the Weikart Center for Youth Program Quality), Form B, and Evidence Binder
- RI 21st CCLC Monitoring and Risk Response Protocol
- RI 21st CCLC Budget Guide
- RI 21st CCLC Equipment Guide
- RI 21st CCLC Data Guide
- *RI 21st CCLC Evaluation Report for 2018-19* and summary slides
- RIDE Multilingual Learners webpage
- *Rhode Island's Blueprint for Multilingual Learner Success*
- *Rhode Island's Strategic Plan for Multilingual Learner Success*
- RIDE Special Education webpage
- RIDE Social & Emotional Learning webpage
- RIDE School Mental Wellness Resources webpage
- Bridging Research, Implementation, & Data Guide to Educators in Rhode Island (BRIDGE-RI) (MTSS RI)

Federal Government Resources

- 21st Century Learning Communities
- *Elementary and Secondary Education Act of 1965* –Every *Student Succeeds Act* (see Title IV, Part B)
- *21st CCLC Non-Regulatory Guidance* (February 2003, from previous law, NCLB)
- *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*
- *Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements*
- *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)
- *Frequently Asked Questions on Use of Federal Funds for Conferences and Meetings*
- *Guidance on High School Credit for Afterschool Activities*
- Grant Performance and Results Act (GPRA) Measures for 21st CCLC
- Institute of Education Sciences (IES) What Works Clearinghouse
- You for Youth, federally funded professional development site for 21st CCLC
    - Supporting English Learners
    - Including Students with Disabilities

- *21st Century Community Learning Centers: Lessons From the Field: Serving All Students, Including Students With Disabilities*
- Social and Emotional Learning

Rhode Island Resources

- Rhode Island Afterschool Network (United Way of RI)
- Rhode Island DataSpark
- Rhode Island Kids Count
- BrightStars

National Resources

- Afterschool Alliance
- Beyond the Bell
- Forum for Youth Investment
- National Afterschool Association
- National Summer Learning Association
- Healthy Eating and Physical Activity Standards for Out-of-School Time
- WIDA